

San José State University
Department of English and Comparative Literature
English 1A Section 84;
Fall 2018

Instructor:	Tyson Morgan
Office Location:	Faculty Offices FOB 116
Email:	Please contact me by message through Canvas (tyson.morgan@sjsu.edu)
Office Hours:	Thursday, 9-10 a.m. and 1:30-2:30 p.m., and by appointment
Class Days/Time:	Tuesday and Thursday, 7:30-8:45 a.m.
Classroom:	Sweeney Hall 413
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I

ENGL 1A Course Description

ENGL 1A is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will learn to think clearly and write effectively as you give form and coherence to complex ideas. You will explore writing for various audiences and rhetorical situations.

Course Specific Description

In this class, our main inquiry will be how cultural myths shape identity in the United States. Our readings and written assignments will help us determine how cultural myths influence the way we see ourselves and the world around us. We'll discuss how the creation of these myths, the sustainability of these myths, and the global perspective of these myths impact our past, present, and future as members of a learning community. We'll look at specific myths like the pursuit of the "American Dream" in order to frame our understanding of coming of age in the Modern era, the promise and accessibility of education, and how class, gender, and race fit into larger narratives about identity. Our goal is to recognize the interconnectedness between--and the power that comes with--applying the tools of knowledge, reading, and writing. Language is not neutral; language makes things happen.

ENGL 1A Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

1. demonstrate the ability to read actively and rhetorically
2. demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals

4. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing

ENGL 1A Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, you are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

Required Texts/Readings & Materials

You can purchase these texts from the bookstore or from Amazon.com or other online vendors.

Ballenger, Bruce. *The Curious Writer - Brief Fifth Edition (5th Edition)* ISBN: 9780134080383

Colombo, Gary, et al. *Rereading America – Tenth edition* ISBN: 978-1-4576-9921-4

Each class, also bring writing utensils, a notebook dedicated to this class, and a laptop or tablet.

Other Readings

Other readings (newspaper articles, public speeches, and scholarly articles) on the theme of identity and cultural myths will be located on our Canvas page as they approach. These texts will help us develop a shared context of reading to inform our arguments. You will be expected to research additional texts relevant to the topics.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
Reading Responses (18)	250 each; 4,750 total	1, 4
In-class Essay #1	500	1, 5
Out-of-class Essay #1	750	1, 2, 3, 4, 5
In-class Essay #2	500	1, 5
Out-of-class Essay #2	750	1, 2, 3, 4, 5
In-class Essay #3	500	1, 5
Out-of-class Essay #3	750	1, 2, 3, 4, 5
Portfolio + Reflection	500	3, 4, 5

Drafts

Drafts for peer-reviews and final submissions must be typed in Times New Roman 12 pt. font, double-spaced, with 1-inch margins all around, using MLA header, your own title, and word count at the end, regardless of other MLA requirements.

Multiple Drafts are mandatory. Failure to submit a draft on the day that it is due will result in 20% point reduction.

Missing Major Project Deadlines

How students can find out about work missed because of absence.

If you miss any regular class (not including in-class essays and exams), it is your responsibility to find out what you have missed by checking available materials, contacting classmates and/or peer-tutor. I am not able to answer emails about missed classes.

How and when students can make up missed in-class essays and exams.

If you miss an in-class essay or exam, you must message me through Canvas before the deadline to arrange for a make-up that must be complete within 2 weeks after the due date. If you miss an in-class essay without communicating by the due date, you will be denied the opportunity to make up an in-class essay. There is a half-grade penalty for missing due dates for all essays, exams and projects. Presentations cannot be made up. Additional 20% point reduction rule applies for each day a submission is late.

How and when students can contact instructor to request an extension.

If you know of any conflict ahead of time and need an extension, you must message me in advance to set up a time to discuss your circumstances. You may not ask for an extension the day before a paper is due. Extension are considered on individual basis and are considered only in exceptional situations.

Participation

Much of what you'll take away from this course will be how you and your peers interact with our main inquiry--*not* my own personal thoughts about the inquiry--and so your collaboration with each other is crucial. Class participation does not simply mean that you are physically present in class. You must contribute to class discussions, listen to your peers, take notes as necessary, have the required class materials, and come to class with all assignments completed. I want you to see participation in class discussions as a way to enhance our learning community and to construct a network of knowledge together. Dialogue is not only about talking or deepening understanding, but it is a co-operative activity involving listening and respect.

Classroom Courtesy

Our class is a community that encourages collaboration and learning. At times we may discuss or watch some controversial material. Therefore, it is important to be respectful of thoughts and opinions of all members of our group even if they differ from our own.

Communication

It is more efficient to message me through Canvas than to email me through campus email. My campus email overflows with administrative and faculty emails. Because Canvas isolates student email in one location, *I can usually respond to Canvas messages within 48 hours.*

Evenings, after 5 pm and on weekends are personal time for students and instructors. I do not answer messages during these times. If there is a confusion about deadlines or some other miscommunication that cannot be clarified by checking syllabus and Canvas, contacting classmates and peer educator, then students can message instructor with a specific question about the issue, and I would break with this ritual and immediately send a message to the whole class. Communication is important for our work together.

Technology

Classroom etiquette requires that cell phones be turned to silent mode, that full attention is given to the class, that computers and other devices only be used for class purposes, and that we listen carefully and without interruption to one another.

Office Hours

You are welcome to walk in during the scheduled hours stated on the first page of this syllabus. If you want to make sure to have a specific time reserved during office hours, please message me at least 24 hours in advance. Students with appointments during official office hours get priority over the walk-ins. If you cannot come during office hours, please message at least 48 hours in advance to set up an appointment.

University Policy

The Office of Graduate and Undergraduate Programs (GUP) maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus-related University Policies and resources information listed on GUP's Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo>

Grading

Please refer to the grade calculations below:

A (93%-100%)	B- (80%-82.9%)	D+ (67%-69.9%)
A- (90%-92.9%)	C+ (77%-79.9%)	D (63%-66.9%)
B+ (87%-89.9%)	C (73%-76.9%)	D- (60%-62.9%)
B (83%-86.9%)	C- (70%-72.9%)	F (0%-59.9%)

Departmental Grading Scheme

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. The following are the criteria by which essays are typically evaluated in first-year writing courses:

- An “A” range essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.
- A “B” range essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
- A “C” range essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A “D” range essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An “F” essay does not fulfill the requirements of the assignment.

Where You Can Get Support as a Writer at SJSU: Resources for Composition Students

Part of becoming a successful writer is learning how and when to seek the support you need.

● **Peer Mentors: Dedicated Writing Support for Stretch English Students.** □ Some Stretch Instructors have requested a peer mentor for the section. A Stretch peer mentor is a fellow SJSU student trained to work with Stretch English students and instructor as part of the learning community of the classroom. This type of writing support offers you a rare opportunity to work one on one with an advanced writer who knows the assignments and materials you are working on and with. Your peer mentor will schedule appointments and workshops on a weekly basis. Look for Canvas announcements about upcoming meeting times and places. Sign up immediately when these appointments open.

● **SJSU Peer Connections** □ Peer Connections offers course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. There are three mentoring locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

● **SJSU Writing Center** □ Located in Clark Hall, Suite 126, the Writing Center offers ENGL 1A Semester / Spring 2018 Page 5 of 8 appointments with tutors who are well trained to assist you as you work to become a better writer. The Writing Center offers both one-on-one tutoring and workshops on a variety of writing topics. To make an appointment or to refer to the Center’s online resources, visit the Writing Center website at <http://www.sjsu.edu/writingcenter> . For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. University Policies University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.: <http://www.sjsu.edu/gup/syllabusinfo/index.html>.

ENGLISH 1A FALL 2018 COURSE SCHEDULE

This schedule is subject to change. Always consult Canvas for up-to-date info.

All readings / work in the Assignments Due column are due by the beginning of class.

RA = *Rereading America*--RA; CW = *The Curious Writer*;

RR = Reading Responses on Canvas

Date	In-Class Material	Assignment Due Today
T 8/21	Introductions. Course theme and structure. What do we mean by cultural myths; which ones are most important to us today? Classroom culture and expectations. Canvas. ["Papa's Waltz." Sherman Alexie essay.]	<i>Make sure to purchase your textbooks at the university bookstore or to order them online. If ordering online be careful to use the exact ISBN number.</i>
R 8/23	Further thoughts on cultural myths. Syllabus exploration. What is Academic Writing and how do I know if I'm performing it?	Print out a copy of our syllabus from the Canvas Syllabus page to bring to class. Also bring questions about the syllabus. These are the documents you will need for the rest of the semester for quick reference and notes. Credit for activity in class. Study handout: Email Etiquette . Read CW: Ch.1 "Writing as Inquiry"
T 8/28	What is Academic Reading and how do I know if I'm performing it? What is the relation between Academic Reading and Academic Writing?	CW: Ch. 2 "Reading as Inquiry" RR#1: <i>Complete reading survey on Canvas. This will count as your first reading response.</i>
R 8/30	UNIT I: The Myth of the Model Family Review from our first day of class: What are cultural myths? The Myth of Model Family.	RA: "Thinking Critically, challenging Cultural Myths", "Harmony at Home: The Myth of the Model Family", and "Looking for Work". Watch: America is not the greatest country and Christmas Cards . RR#2: <i>Complete reading response on Canvas discussion board.</i>
T 9/4	Share "Family in media" - group activity.	RA: "The Color of Family Ties". RR#3: <i>Complete Family in Media Discussion on Canvas. This will count as a reading response.</i> <u>TV shows from the past and present day</u> : <i>be able to explain your example to the class.</i>
R 9/6	Activities based on readings and posts.	RA: "Marriage Markets" RR #4: <i>Family in Media: reply to Canvas discussion by connecting ideas to the current readings.</i>
T 9/10	Activities based on readings and posts. [What is narrative voice? In medias res. Then & Now Narrator / Tenses]	RA: "Cartoon Mothers" RR #5: <i>Family in Media: reply on Canvas to someone's post by connecting ideas to the current readings.</i>

	Discuss handouts.	Study handouts to apply in class: Concrete Language , Precise words , Redundancy , [Personal Narrative Essays ,] Verbs , Verb tenses , Building time frames
R 9/13	Essay prompt analysis and planning. How do I get prepared to write? What makes an outline helpful in writing a first draft? Letter genre. Comparing ideas with peers.	Read and Annotate CRR1 prompt. Study CRR rubric and prepare questions about rubric. Brush up on conceptual terminology. Review all readings and discussion notes. Make an outline of ideas. No quotations at this time. Study handouts: Essay Exam Preparation Comparing and Contrasting: Essay planning Comparing Contrasting: Methods of organization Essay planning: How to read a prompt Essay planning: Visual mapping Essay planning: Outlining with a purpose Introductions for essays , Body paragraphs
T 9/18	Introducing sources, embedding quotations. Adjusting for audience: formal letter genre.	Study handouts: Embedding quotations , Quotation Marks , Synonyms for “said” , Sentence types and functions Editing: Meaningful word and punctuation choices
R 9/20	Critical Reading Reflection 1 (In-class Essay #1)	Purchase small Green Exam Book from the university bookstore. Bring it and a selection of useful quotes with author and title references.
T 9/25	CRR1 process debriefing. Discuss blog prompt (Out-of-Class Essay #1). Peer workshop leads. Brainstorming ideas and creating first sketch for blog. Developing blog: Selecting audiences and setting purposes: What Would I Like to Write About?	<i>RR # 6: CRR1 reflection on Canvas. This counts as a reading response.</i> Study blog prompt. Bring three leads for blog on Canvas. Blog leads exercise on Canvas. / <i>Canvas Project: “Blog on my subject”</i> . This counts as a reading response. CW: Ch. 7 “Argument”. Study handout: Argumentation: Premises and Conclusions , Online posts: Do’s and Don’ts
R 9/27	Blog teams and topics. Content outline/ development. Discuss handouts. Multi-media writing features: Hyperlinks, images, text boxes. Editing and proof-reading. <i>MLA</i> What is a peer review workshop?	Study handouts: Reporting verbs , Paraphrasing , Old information before new information Study handouts: Concise writing , Eliminating wordiness , Nominalization , Passive voice , Transition words
T 10/2	Peer workshop of blog draft. Revising content. Review handouts.	<i>Full draft of blog due.</i> Bring hard copy to class. Study handouts: Parallelism , Sentence openers Revising for clarity: Characters and their actions

		MLA formatting guidelines MLA formatting essay template
R 10/4	Blog presentations.	Blog due on Canvas and to me in hard copy.
T 10/9	UNIT II: The Myth of Education Reading-based activities.	<i>RR #7: Blog reflection on Canvas.</i> RA: “Learning Power: Myth of Education and Empowerment” and “Essentials of a Good Education”
R 10/10	Reading-based activities.	RA: “Against School” and “Ivy League” <i>RR #8</i>
T 10/16	Reading-based activities.	RA: “Learning to Read” and any other text from the same chapter. Read essay posted on Canvas: Mike Rose, “I Just Wanna Be Average,” from <i>Fifty Essays</i> . Read excerpt from Dickson Lam. <i>RR #9</i>
R 10/18	Critical Reading Reflection 2 (In-Class Essay #2)	Bring Green Exam Book and selection of quotations with author and title references. Review all notes on education and CRR Rubric. Review any materials from previous CRR writing and preparation for essay exam.
T 10/23	Develop Profile Essay ideas.	Study Profile Essay Prompt. Read CW Ch. 4: “Writing a Profile”
R 10/25	Develop Profile Essay.	Research/interviewing for Profile Essay.
T 10/30	Peer workshop of Profile Essays.	First draft of Profile Essay due in class.
R 11/1	Profile Essay presentations.	Final Draft of Profile Essay due.
T 11/6	UNIT III: The Myth of the Melting Pot Reading-based activities.	RA: “The Myth of the Melting Pot” and “The Case for Reparations” <i>RR #10</i>
R 11/8	Reading-based activities.	RA: “Gentrification” Google in San Jose <i>RR #11</i>
T 11/13	Reading-based activities.	RA: “How Immigrants Became Other” <i>RR #12</i>
R 11/15	Critical Reading Reflection 3 (In-Class Essay #3)	Bring small Green Exam Book and quotes from readings for CRR3.
T 11/20	Write outline of Analytical Essay.	Study Analytical Essay prompt. CW Ch. 8: “Writing an Analytical Essay”
11/21	THANKSGIVING HOLIDAY	
T 11/27	Workshop Analytical Essay.	First draft of Analytical Essay in hard copy to class.

R 11/29	Setting up your portfolio online	Final Draft of Analytical Essay due in hard copy and on Canvas. Bring your computer to class. Review all essays and topics. Read portfolio materials on Canvas.
T 12/4	What do I write about in the reflection essay?	Bring computer and all Portfolio items to class.
R 12/6	<i>Reflection essay in class.</i>	Portfolio due
	FINAL EXAM - see official SJSU exam schedule online.	